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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * NOVEMBER 1970

INTERNATIONAL
EXTENSION - Page 2



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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

CLIFFORD M. HARDIN
Secretary of Agriculture

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Extension Service

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

CONTENTS

	Page
4-H leaders learn by mail	3
Learning—first step in teaching	4
Simplicity + relevance + promotion = success	6
Training 'women who care'	8
Teleteaching—party line revived	10
Planning a river's future	12
Two States try a recreation 'border crossing'	14
Toward balanced growth	16

A sharing experience

Many foreign agriculturists who come here to study want to learn some of the "success secrets" of our system of Extension education. Extension workers at the Federal, State, and county levels share information about Extension with these visitors from around the world.

It is a sharing experience, because the visitors have much to give, as well as to learn. Many use educational methods with their people which are applicable to segments of our audience. It is rewarding to help someone who is enthusiastic about spreading the Extension concept; and it is enriching to come in contact with the variety of cultures represented by Extension's foreign visitors.

More than 22,000 people from more than 100 Nations—local workers to national directors—have received training in Extension education since 1944. Since 1967, about 1,000 have come annually. Last year, India sent the most trainees, followed by Argentina, Thailand, Turkey, and Pakistan. The training is funded by AID.

Extension Service, USDA, orients the trainees and helps them set up their schedules. Besides the training of foreign visitors, the ES Office of International Extension also arranges for full-time Extension workers to staff overseas positions and gives them technical support.

The foreign visitors learn valuable technical information in their academic studies in the United States. But they also want to know how to apply this knowledge and teach it to others. Seeing Extension operate at the grassroots level, and working alongside agents and specialists, is the best way to learn. Every Extension worker who serves as an example to these visitors helps spread the Extension idea worldwide.—MAW

by
Marjorie Ann Tennant
Assistant Extension Editor
Kansas State University

4-H leaders learn by mail

"Pull up the most comfortable chair, grab a pencil, and you're ready to explore, study, and learn more about 4-H and being a volunteer adult leader," was the invitation.

In a "first of its kind in Kansas," 88 Reno County 4-H leaders enrolled in a correspondence course of "programed instruction" to gain new ideas, information, and insight into their role.

Ten lessons make up the course, explains Bill Umscheid, county Extension 4-H agent in Reno County. Based on the Self Study Course for Adult 4-H Leaders produced by Human Factors Research Laboratory, Colorado State University, the lesson topics include Why 4-H, Planning the Program, 4-H Club Meeting, Teaching Methods, How Youth Grow Up, Motivation of Youth, Parent Cooperation, 4-H in the Community, Resources To Help You, and Learning Experiences.

The classroom was in each leader's home as he read the lesson and answered the questions. The material in this self-study course is "programed." Each lesson or chapter is divided into small bits of information. After each paragraph there is a question, with four alternative answers.

Each leader works at his own speed. When the answer sheet is returned to the county Extension office for grading, the next lesson and answer sheet are mailed. The graded sheets are returned to leaders.

"I find the lessons a convenient way to learn at home," commented Mrs.

Harold Dick, community leader for the Buhler 4-H Club and one of the organizers of the 4-H ceramic project in the county.

"I discovered new approaches in working with girls and boys, in getting parents to cooperate, and in making meetings more interesting and worthwhile," Mrs. Dick said.

Umschied brought the idea for a correspondence course when he returned from University of Maryland graduate school. He sent two letters to all 300 leaders, community and project, reviewing the course and outlining the chapter topics.

Bill Umscheid, left, Reno County 4-H agent, discusses the leader-training correspondence course with two of the 88 leaders who enrolled the first time the course was offered.



Tests at the beginning and end of the course let Umscheid evaluate the "learning and changes of attitudes" during the course. Leaders have an opportunity to comment and evaluate their experience. What was the most valuable part? What could be removed and what topics added?

Umscheid finds that the lessons have caused leaders to think, "What are we doing as leaders?" The material in the units is specific and he believes the future will show that leaders are using the information. He plans to offer the course to new leaders.

A highlight of the course was a group meeting with Dr. Hope Daugherty, Extension specialist in child and youth development, Kansas State University, discussing "A Human Development Approach to 4-H Work."

"The 4-H'ers you are working with now will remember you in the future for the relationships, the way you 'come through' as a person to them," Dr. Daugherty said. She advocated "bending the project to fit the individual youth, not bending the girl or boy to fit a project."

She emphasized that among the most important things girls and boys can experience with leaders are self respect, success, democratic process at work, and judging values or "what is important."

Thoughts and ideas sparked by this course will come into action as Reno County leaders use the information throughout the coming years. □

Learning— first step in teaching



Extension Farm Adviser Walter Emrick flags an interesting crimson clover deviation he has spotted. He'll collect the seeds at maturity for planting in one of his test plots.

Before you can be a teacher, you have to be a learner. That has been our experience ever since we started trying to get wornout unirrigated grain land in Madera County converted to more productive annual clover pasture.

The first thing we learned—18 years ago—was that growing clover on old dry-farmed grainland wasn't a traditional farming job. But today 37,000 acres—more than half of the county's remaining barley land—have gone into annual clovers.

In the late spring you can drive for

NOVEMBER 1970

by
Walter E. Emrick
County Extension Director
Madera County, California

4 miles past uninterrupted rose and crimson clover in bloom in one area east of Madera, the county seat. One 200-acre field, where cattle were weighed in and out, produced 320 pounds of beef to the acre.

Before we could tell that story, however, we had to learn how to make the clover grow.

We started with laboriously prepared seedbeds. They involved considerable cost, and we drew a near-complete blank every time.

We couldn't afford to spend much money on this land. So we looked for a simpler and cheaper approach. The simplest was just to have the seed flown on, right in the untouched grain stubble. We applied fertilizer with a ground rig and went over the field with a ring roller.

That did the job. We had the firm seedbed we needed, and we had stubble and straw to protect the little clover plants from cold and keep the soil from drying out. We tried to get the seed on just ahead of the rain, even if it sometimes meant flying in the rain. When the first fall rain was hard enough and long enough, we didn't have to use the ring roller.

After all those years of field research, with a lot of help from ranchers and Extension Range Specialists Les Berry and Jim Street, we have a formula that is working for a one-season conversion. Extension Soils Specialist Bill Martin was a great help too.

With every year's experience, we have learned more about planting and managing our annual clover pastures. One important thing we learned is that they must be fertilized every other year, since most San Joaquin Valley soils are low in phosphorus and sulfur.

Another thing we have learned is that after the first year clover fields must be grazed heavily during the summer and early fall months. Unless most of the old growth is removed it will interfere with the clover seedlings that start to grow after the first fall rains. They can't push up through a lot of old growth and trash.

We have learned that pasturing established clover pastures heavily in the fall and winter months is important too. The clover increases nitrogen in the soil. The increased nitrogen makes the grasses grow vigorously. They will crowd out the clover, if they are not eaten off by livestock.

By the middle of March the ground has warmed up, so the clover starts to grow and crowd the grasses. Cattle are then moved off the field so the clover can set a good seed crop. The clovers we plant are all annuals and must have a chance to seed each year to maintain a good stand. It may be necessary to bring in extra animals to eat off the clover fields properly. We have to tell ranchers: "Don't be afraid you will overgraze your dry clover pastures."

Persuading a rancher to convert from

grain to clover is usually done with a pencil. It costs at least \$24 an acre to grow a crop of barley on this land.

At 1,200 pounds of barley to an acre, a fair yield, the average grower is really losing money. At 1,400 pounds, which is better than average, he is making less than \$4 an acre, or \$2 per year, since half his land must lie fallow every year.

Growing annual clover pasture and stocking it with steers will cost the rancher something more than \$21 an acre. But annual beef production of 150 pounds should net more than \$8 an acre each year. And 200 pounds of beef should net more than \$18. At 250 pounds, it should run over \$28, and some pasture yields have been higher.

This is tired land. Some of it has grown grain continuously for more than 80 years. Very little has ever been fertilized and our studies question whether fertilizer will pay for itself on grain. Rainfall, not fertility, is our limiting factor.

Put into clover, the same land produces beef, with likelihood of a much better return to the rancher. If we ever do need to put the land back into grain, it will be much better land for its years in clover.

It's not too hard to convince farmers to accept a new technique of proven worth. But it takes a lot of learning and experimenting on the part of Extension—with the help of willing producers—before a new technique is ready to be taught. □

Simplicity + relevance + promotion = success

What are the key ingredients for successfully reaching the largest number of people with a minimum of effort?

Keep it simple, make it relevant to their needs, and involve the resources of the mass media for promotion. These things contributed to the success of the first spring garden clinic in southwestern Indiana.

During the reorganization of Extension in that part of the State, a need for home horticulture education was stressed. Agents, tuned in to the needs of their clientele, reported that increasingly larger numbers of homeowners wanted this kind of service.

An increase in leisure time, affluent living, and a large investment in plant materials and chemicals were contributing to the homeowners' demand for educational programs in horticulture.

Past programs which consisted of "one-shot" approaches to specific subject matter failed to attract audiences. At one such meeting in the summer of 1969, Fred Sievers, garden columnist for the Evansville Press, wondered why. Sensitive to the needs of his readers, he realized that many people were interested in home horticulture. He suggested moving the meeting into a suburban setting, promoting it through the newspapers, and featuring subject matter appealing to the majority of the people.

The editor of Sievers' newspaper pledged support, and planning got underway. Appeal was aimed at the average homeowner, the guy who "putters around" with plants in his leisure time. Four subject matter areas were chosen—shrubs, lawns, trees, and landscaping

—because they were the most popular and of universal concern. Purdue University horticultural specialists were contacted, and four resource people were scheduled for the 4-night clinic set for the spring of 1970.

Promotion got underway in the fall of 1969. A special letter went to every garden club and family living club asking them to include the clinic on their 1970 calendar. Another announcement and a personal invitation from the

Evansville Press were mailed to each club president a month before the clinic.

The major promotion was through the Evansville Press. A front-page article one week prior to the clinic heralded its approach. The day before each clinic, a feature article was published concerning the next day's resource person and his subject matter.

Each day there was a followup feature article about the previous evening's



688 different individuals attended. Of these, 404 attended one session; 124 attended two; 92 attended three; and 68 attended all four.

Holding the clinic on four consecutive nights did not seem to affect the attendance, although competition with sectional basketball games on the last two nights did. People attended from throughout the tri-state region including Kentucky and Illinois. Nineteen different communities were represented, and one participant traveled 130 miles.

A survey of the audience revealed both young married and retired couples present. All economic levels were represented, from industrial executives and professional people to blue collar workers.

Were the people really interested, or were they just curious? Extensive notetaking by the audience, personal comments, and willingness to ask questions in a large and formal setting indicated that they were interested.

One woman commented proudly, "I told my son he would have to fix his own supper tonight, because I had to go back to college." A truck driver said, "I'm willing to spend my evening here, because I know it's important to improve me."

The clinic was held at the University of Evansville. Other campus activities crowded the available parking, and many people walked several blocks in the rain and snow to attend.

The sessions were conducted as informally as possible and covered general subject matter appealing to the diverse interests of the audience. Each session consisted of a slide presentation followed by a question and answer period.

Each evening, the participants received publications relating to the subject matter being covered. The Evansville Press provided a special souvenir envelope in which the bulletins could be filed. This was a popular item and aided in the promotion of the clinic.

William R. Burleigh, managing editor of the Evansville Press, stated that they were "elated with the results of the clinic, especially considering that it was a maiden effort."

What are the plans for the future? Who can argue with success! □

by
Allen E. Boger
*Area Extension Agent
Daviss County, Indiana*

session and announcements about the upcoming session. In addition, advertisements were placed in the newspaper and the editor commented on the clinic on the editorial page. The editorial was illustrated with a cartoon.

The response was tremendous. Although attendance was only expected to be about 200, the first session attracted some 400 interested homeowners. According to the 1,200 attendance cards distributed during the 4-night clinic,



Intent upon the speaker's presentation, left, is a segment of the large crowd. Many people displayed their interest further by taking notes. Subject matter relevant to homeowners' needs was an important factor in attracting large audiences.

An Extension staff member, left, displays one of the special souvenir envelopes given to clinic participants to use in filing Extension publications that were distributed. Below, Dr. Philip Carpenter addresses the overflow audience which resulted from the coupling of Extension resources with the mass media.



"Women Who Care"—a training program for volunteers who work with low-income families—has begun its third year in Orange County, California.

Home Advisor Dorothy Wenck originated the program to bring together two "needing" groups:

—Low-income homemakers throughout the county who need not only material things but also consumer education, confidence in themselves, and a renewed faith in a society in which no one seems to care about them.

—Nonemployed married women who have time, homemaking talents, abilities as sensitive communicators, and the need to do something meaningful in their lives.

The 150 women who have completed the training have served as volunteers with community agencies such as the Welfare and Probation Departments, Navy Relief, Head Start, and Volunteer Bureaus.

The home advisor recruits volunteers through her newsletter and weekly by-line columns, news stories, letters to agencies and churches, and talks to women's groups. "Word-of-mouth" advertising by the volunteers helps, too.

A one-page sheet describing the program is used as "recruiting literature."

The homemaker-volunteers range in age from early 20's to late 60's with 30's to 50's predominating. Their education varies from a few who did not graduate from high school to a few with master's degrees. About a third are high school graduates, a third have some college, another third a college degree. About 10 percent are home economists.

While most of the volunteers are white, a few are Negro and Mexican-American. The white, middle class women have been well accepted by homemakers of other ethnic groups.

In initiating the program, the home advisor obtained the enthusiastic cooperation of the county welfare director. The department assisted with the training by providing speakers and by setting up field trips with social workers for the volunteers.

Training 'women who care'



The Welfare Department appointed a full-time volunteer coordinator to plan the Department's use of the volunteers after their training is completed.

Other agencies—particularly the County Probation Department—soon became involved and not only assisted with training but also used the volunteers.

The training consists of 15 to 20 3-hour meetings. Topics are:

—Basic home economics information—nutrition and food buying (greatest emphasis on these), money management and use of credit, home management, and clothing care.

—Life styles and problems of the poor,

—Community agencies and how they help the poor; and how volunteers can help the agencies,

—Ideas for motivating and teaching adults with limited income and education, with emphasis on sensitivity to their feelings.

A volunteer and volunteer-in-training, above, help an elderly welfare recipient and her brother choose best buys at a supermarket. At right, two volunteers practice teaching sewing to each other before working with homemakers.

Lecture-discussions with visual aids form the basis of the training. These are varied with small group discussions, skits, and guest speakers who include Extension specialists and representatives of community agencies.

Class members plan and prepare low-cost meals for a week for their family and report on menus and costs. They also teach a short lesson on food buying to a small group of their classmates.

The volunteers build a file of resource material distributed in class—USDA and University of California pamphlets as

by
Dorothy A. Wenck
*Extension Home Advisor
Orange County, California*



well as county mimeographed material. Some of these are available to them to give to families.

The first classes met twice weekly for 10 weeks. This kept the class size small—about 30 participants—and weeded out those just casually interested.

The 15 weekly classes last year resulted in classes which were too large, less rapport, and loss of impetus. Twice-weekly meetings were resumed in the fall of 1970.

Volunteers who complete the training tell the home advisor which agencies

they prefer to work with. The agencies coordinate the volunteers.

While the Extension office does not function as a volunteer bureau, some requests for volunteers do come directly to the home advisor. Often she helps an agency plan for the use of volunteers.

Cooperating agencies include: County Welfare, Probation, and Health Departments; Community Action Council neighborhood centers; Head Start; Community Mental Health; State Employment Service; Navy Relief; school districts; private welfare agencies; and volunteer bureaus.

How do the volunteers teach? Are they successful?

Most volunteers teach one homemaker at a time. Homemakers are referred to volunteers by social workers, probation officers, public health nurses, or psychiatric social workers.

After being introduced to the homemaker by the case worker, the volunteer visits the homemaker in her home weekly, or oftener. She makes friends with her, helps her to define her problems, and tries to help her solve these problems, one at a time.

Sometimes the volunteer is highly successful; sometimes she sees little progress. Her services may range from helping a woman plan a budget or learn to use Food Stamps, to helping a welfare recipient find a job, outfit children for school, or refurnish a burned-out house.

In every case, the volunteer's friendship and "caring" is her most important contribution, according to case workers.

Not all Women Who Care volunteers teach on a one-to-one basis. Some teach groups of low-income homemakers in cooperation with programs such as Head Start, Preschool Bilingual Program, WIN (Work Incentive—a Labor Department program), and Salvation Army.

The teaching may be a "one-shot" meeting on a specific subject such as food buying, or it may be a series of meetings.

Three teams of about 12 volunteers

taught six classes of mothers who met weekly as part of a Federally funded Preschool Bilingual Program in one of the school districts. Subjects included arts and crafts, knitting, sewing, money management, and food buying.

Only one of these volunteers spoke Spanish, but they all were highly successful in developing rapport with the Mexican-American women. They saw much personal growth in the women and a development of community spirit within the group.

In another case, the volunteers cooperated with the Food Stamp Nutrition Education Committee. Four teams of them manned food buying information tables in supermarkets having a high ratio of Food Stamp users.

To help maintain contact with the volunteers, the home advisor sends them a monthly newsletter containing consumer information and news about their activities.

Occasional followup training meetings at the Extension office help volunteers to continue learning and to share experiences.

Not all the women who begin training complete it (about 25 percent drop out); not all who complete the training actually serve as volunteers.

But even those who do not volunteer benefit from the training because they become better informed consumers and learn about their community and the agencies which serve it.

The program functions much like a sieve, straining out the top-notch talent and funneling it into areas of need. From each class comes a group of hard-working, dedicated volunteers.

Professionals who have worked with the volunteers have praised them highly for their ability to help low-income homemakers with their immediate problems as well as provide moral support in a crisis.

And through their active participation in the "caring society" the volunteers have enriched their own lives. They have gained knowledge, discovered talents, made new friends, and had the satisfaction of using their homemaking talents to help others. □

by
Gerald R. McKay
Visual Education Specialist
Minnesota Extension Service

Teleteaching—party line revived

Two generations ago one could lift a telephone receiver and keep reasonably well informed on community happenings and new ways of doing things. This unofficial and informal method of communication was fairly effective. Research has since proven that learning from one's neighbors is one of our best communication methods.

Minnesota used the telephone party line for 59 meetings last winter and spring. These meetings reached 296 groups in 35 Minnesota counties, at an average out-of-pocket cost of less than \$30 per meeting.

Some of the meetings were not complete successes, but the majority met the needs of the audiences, brought them information they could not have gotten in any other way, and supplemented their regular programs.

We have much yet to learn about using the telephone in Extension work, but we did finish the season with a wealth of experience that will make our teleteaching more effective next year. And our experience may help others use the telephone as a new dimension in Extension teaching.

County Extension agents selected target groups last year as they planned their program of work. The first telelecture was in November and the last one in March. Subjects included 4-H leadership, horse care, dairy management, fabrics, floor covering, consumer P's and Q's, veterinary medicine, and 4-H organization. In the horse care and veterinary medicine series, registrants were charged tuition; other courses were free. Courses consisted of either three or four weekly meetings.

All programs originated in the radio studio of our Department of Informa-

tion and Agricultural Journalism office. The telephone was connected through the radio broadcast console. Voices coming into the studio could be heard through studio speakers and the participants didn't need ear phones. And they used regular radio microphones instead of the telephone transmitter. This was convenient when two or three lecturers were contributing to the program.

Each receiving station had a Dukane unit enabling an audience of up to 200 to hear satisfactorily if the room had reasonably good acoustics. Each Dukane unit had a telephone transmitter to allow communication with the sending station. Groups varied in size from 5 to 120 people. As long as the receiving equipment functioned properly, it was adequate for the job.

The number of simultaneous listening groups for any given program ranged from one to nine, with an average of about five. Each call, except for single stations, was a conference call put through by a central operator in the city where the program originated.

More than nine groups could have participated at one time with feedback still possible from each. Twenty groups probably could be accommodated with this kind of program, but beyond this, feedback would be difficult.

Charges for the telephone company's part of the operation could be divided into three categories—installation of equipment, rental of equipment, and line charges. Installation was \$25 per month per listening unit and rental \$35 per month.

Line charges varied with distance from the initiating point and length of

time the line was in service. Average line charges for the 296 groups figured out to about \$15 per meeting. The time averaged about 1 hour and 45 minutes, although some went up to 2-1/2 hours.

A network of 24-hour dedicated lines could have been used more effectively but at a considerably higher total cost. If other University departments or State agencies could schedule enough meetings to use a major portion of the 24 hours, however, the cost per program might have been lower than the conference call system.

Publicity was handled at the local level. The starting time was emphasized, because the programs had to begin on time. Stopping time was flexible, however. Lecturers usually continued until questions from the groups were all answered or interest seemed to be waning.

It was very important for the speaker to adapt his message carefully to his particular audience. Usually a color slide of the speaker introduced him, to establish some rapport with the audience. Considerable misunderstanding resulted unless the speaker knew his audience well and made sure his material was geared to their background and needs. The best audience interest occurred when at least two people presented the material.

Most speakers talked no longer than 20 minutes without a break for questions or local group discussions. When segments of a presentation exceeded this, communication between the speaker and groups suffered.

In all but one meeting, visuals were sent to the groups. The group leaders studied them ahead of time and presented them during the meeting according to directions of the speaker.

Visuals included 2 by 2 slides, overhead transparencies, and samples of fabrics and floor coverings. A few mimeographed handouts were used for one program.

In the one meeting without visuals, the group leaders indicated some dissatisfaction and a lower level of audience interest.

If visuals are to be used, they should be planned by someone with audio-visual experience working with the presenter well in advance and mailed to the group leaders several days ahead of the meeting.

Careful training of the person in charge of each group (usually an Extension agent) is essential if he is to operate the receiving equipment effectively. Some difficulties arose when new people operated the Dukane equipment without enough experience.

A few groups had difficulty in getting started because their leader was not familiar with all the switches. New and simpler to operate equipment may be available in the future.

In the series of programs on horse care, the instructor visited each group personally for the first meeting. Thus, he had an opportunity to get acquainted with and study his audience. This was effective but would be somewhat difficult if more than a half-dozen groups were involved.

Instructors were picked from Extension, research, and resident teaching staffs in the Institute of Agriculture. Speakers with Extension backgrounds seemed to identify with their audience more quickly and completely than the others did. This may have been because the Extension staff already had met some of their listeners at other meetings around the State.

The groups did some evaluation after each series to help plan future use of the telephone. Admittedly, all of the series were not successful. Some could have been done better if the speakers could have been present at the meetings. Since this was not possible, the telelecture at least was useful as an alternative to no meetings.

A survey to determine reaction to all the series showed that 33 percent liked the method very much and 60 percent liked it fairly well. Eighty-eight percent were using telelecture for the first time. About 85 percent thought the amount of material covered and the level of difficulty were about right. Ten percent had other opinions.

More than two thirds of those questioned felt the presentations were good technically, and very few had suggestions for improvement. Several comments stressed the importance of visuals.

Many subjects were suggested for possible future teleteaching programs. These covered almost the entire gamut of Extension work.

Evaluation must give directions for work in the years ahead. It now appears that, despite some shortcomings, telelecture was worthwhile in our program. We will probably continue to find greater uses for it as we look ahead to crowded Extension schedules. □

Leonard Harkness, Minnesota's State leader for 4-H and youth development, presents a telelecture on 4-H leadership. Robert Dieser, electronics technician, sees that the equipment is in shape.



The quiet, beautiful Susquehanna River in south central New York State has been the subject of heated controversy for more than 30 years. Cooperative Extension has been invited to play an educational role in the dispute.

The river originates in Otsego Lake at Cooperstown and flows southward through Pennsylvania and Maryland. It provides the Chesapeake Bay with its major source of fresh water.

This usually quiet river went on a rampage in 1935 and again in 1936, causing millions of dollars of damage and loss of life. Flood Control Acts in 1936 and later authorized seven dams, of which two are constructed.

Water Resource Agencies contend that the additional dams are needed to provide flood control, improve water quality, store water for future uses, and provide recreation opportunities.

Dairy farmers and other residents of the villages and towns in the rolling hills and narrow, deep valleys of the Appalachian Highlands bitterly oppose additional construction. They claim the dams are not needed.

They say other solutions, such as flood zoning, levees, and upstream small watershed flood control structures, would accomplish the same thing. A long, highly organized effort to prevent construction of the other five large dams has been successful.

Interest in the issues increased with the anticipated completion, in July 1970, of a 7-year study of the river by State and Federal agencies.

An Eastern Susquehanna Water Resources Planning and Development Board was formed, consisting of lay leaders appointed by boards of supervisors of seven counties in central New York.

Also, farmers and conservationists organized the South Central New York Resource Conservation and Development Project. This group identified the need for an educational program dealing with water resources. They invited Extension's cooperation.

Through special Resource Conservation and Development funding, I was assigned as Extension water resource

by

Stewart K. Wright

*Water Resource Development Specialist
New York Extension Service*

Planning a river's future

development specialist for the seven-county region. Having headquarters in the same community as the RC&D coordinator assured easy communication.

My task has been to develop citizen leadership in water resources and increase communications between water resource planners and local citizens.

Two of the educational programs which have been carried out will serve as examples of how this task is being performed.

The League of Women Voters of Oneonta, a city of 12,000 located downstream from one of the proposed dams, asked Extension to organize and lead a panel discussion about the project.

Twenty-minute presentations were followed by 5-minute rebuttal statements. I set the stage by describing the water resource planning which led to the recommendation in favor of building the dam. Emphasis was given to the fact that the purpose of the meeting was to present the pros and cons of the project and give equal opportunity to both sides for discussion.

Panel members were:

—a New York State Division of Water Resources engineer who emphasized flood control and water quality benefits resulting from the proposed dam,

—a Soil Conservation Service planner who pointed out why a small watershed project to provide adequate flood control for downstream areas was not a feasible alternative,

—two dairy farmers, leaders of opposition to the project, who raised questions about the need for the dam and what it would accomplish, as weighed against the losses of farm land and a

reduced tax base. They also asked whether small upland flood control structures would be feasible alternatives.

The panel discussion showed that educational programs in a conflict situation can be objective if all sides of the issues can be publicly discussed. Panel participants appreciated the opportunity to present their points of view—on an equal basis with advocates of the opposite viewpoint.

The League of Women Voters members felt that the meeting was an excellent opportunity to discuss facts and opinions about the issues. The discussion brought out the need for citizen participation in water resource planning and development so that water resource agencies and planners can understand local priorities and attitudes.

Another scene of an Extension educational program on this subject was McGraw, a central New York community of 1,300. A June 1969 flood there damaged homes, businesses, and industrial plants.

The need for an educational program was recognized by the Soil Conservation Service, the State Division of Water Resources, and the Cortland County agricultural agent.

I helped them, along with water resource planners, engineers, and local leaders, to organize a series of five Water Planning and Management Seminars. The audience included two study committees and Water Resource Agency representatives.

The study committees were appointed by the county agricultural agent after discussion with local leaders. One

The 1969 flood at McGraw, New York, which caused the train derailment below, prompted citizens to seek education on water resources. At right, Stewart Wright (center) Extension water resource development specialist, talks with other leaders of a water resource seminar.



represented the village and the other represented the county as a whole.

Seminar topics were:

- local water problems,
- roles and responsibilities of water resource agencies,
- a review of plans for the Tioughnioga River Basin, a northeastern tributary to the Susquehanna,
- a review of flood control plans for McGraw,

—a report on courses of action for community leaders who have had previous experience in dealing with water resource projects.

Speakers at the seminars included engineers, soil conservationists, and planners from State, Federal, and local organizations.

Evaluation was obtained through a questionnaire and a post-meeting appraisal by Water Resource Agency staff and Cooperative Extension staff. It re-

vealed that 18 of 23 participants would like to continue studies of the county's water resources. The questionnaire revealed, also, that flood control and water quality were the key problems.

Good visual aids have added a great deal to the overall educational effort. These include:

- black and white pictures and colored slides taken from a rented airplane especially for this purpose,
- flood damage pictures adapted for use with an overhead projector,
- overhead transparencies of watershed maps, with overlays showing location of proposed dams, as well as cost information,
- a watershed map outline reproduced onto a flash card. This map was also used in a letter to residents of the affected area.

Another helpful educational method is to search newspaper files for information about past water problems, especially floods. These can be reproduced for distribution by mail and at meetings. A summary of them is an effective accompaniment to pictures used to illustrate discussions of water problems.

These pilot regional education activities, a part of the Extension community resource development program, have shown that unbiased educational programs can result in increased communication between water resource planners and local citizens. They can provide a communications link and effective feedback of local people's priorities and attitudes about water resource problems and plans. □

Two States try a recreation 'border crossing'

A recent recreation industry tour involving Extension personnel from Michigan's Upper Peninsula and northern Wisconsin proved once again that one of the best ways to accomplish inservice training is to "learn by doing."

The "recreation border crossing" was conceived by Michigan agents who heard that their Wisconsin counterparts were heavily involved in action-oriented recreation programs. They wanted to take a closer look.

Ray Gummerson, district Extension resource development leader in Marquette, Michigan, contacted Herman Smith, area recreation resources agent in Rhinelander, Wisconsin, to set the inservice training wheels in motion.

Both agreed that careful planning would be necessary to avoid having "just another tour". So, agents were surveyed to determine just what kind of private and public operations they wanted to study. Recreation complexes, successful resorts, and lodging establishments topped their lists.

They indicated that a workshop approach and personal involvement in some aspects of evaluation would be meaningful. The latter was achieved through use of specially designed forms for evaluating both the management and the physical attractions visited.

The agents said they wanted to hear the story from those actually involved in the various recreation enterprises that were visited. This turned out to be the highlight of the tour.

Agent-to-agent contact was built into the program so that workers from the two States had the opportunity for both



formal and informal information swapping.

The mechanics of the tour were worked out effectively by Herman Smith. Through his personal knowledge of many northern Wisconsin recreation attractions and his close working relationships with the Wisconsin Extension agents, the tour agenda was carefully selected.

Included were stops at:

- a large recreation complex specializing in all-season conference facilities,
- a medium-size resort facility featuring family vacations,
- inland lake marina operations,
- community-sponsored logging museum,
- travel trailer parks,

Agents gather in the recreation center of a trailer park to hear a financial presentation by the trailer camp owner.

- specialty restaurant operations,
- a craft shop,
- a commercial ski chalet facility,
- downhill and ski jumping installations,
- deep sea charter boat operations,
- State and Federal parks and scenic attractions.

All managers were on hand to supply valuable information on their operations. In appropriate cases they supplied detailed figures on the costs and profit margins of their enterprises.



The agents tried some fishing while analyzing the charter boat operation. Wisconsin area agent Herman Smith, left, shows Michigan district leader Ray Gummerson a fin clip showing that this is a Wisconsin fish.



A native craft shop provided a little fun, plus an insight into this type of enterprise.

Specialists from Michigan State University's Parks and Recreation Department and the University of Wisconsin's Center for Recreation Resources Development were on hand to prepare the agents to better evaluate the various stops.

They opened the workshop portion of the tour with discussions of the economic considerations agents should take into account as they evaluated the various operations. They distributed work sheets providing base information on income and expense factors, the

principles of income generation in private recreation, and score cards for evaluating the recreation facilities' management.

A competitive aspect was introduced when agents were asked to hand in their evaluation sheets for comparison with master ratings prepared previously by the recreation specialists.

The agents traveled to the tour stops by automobile. At least one of the Wisconsin hosts was in each Michigan car so that a continual exchange of information took place.

The local county agents were program chairmen in their respective counties. Their intimate knowledge of their clientele in the various recreation enterprises opened information doors that otherwise could have remained closed.

The tour concluded with an informal poolside discussion at one of the resorts. Agents from both States summed up what they had seen and came up with some significant observations on methods of Extension involvement in recreation development programs.

The Michigan-Wisconsin border crossing was termed successful by those involved. The combination of Extension specialists, agents, and administrators, plus the active participants from the recreation enterprises, proved once again that you can "learn by doing." □



Toward Balanced Growth

The first great challenge was meeting the food and fiber needs of World War I. Then came the Great Depression, followed by World War II. Next came the post-World War II period when agriculture entered the age of mechanization. In each case Extension acquitted itself with honor. Each of these challenges has provided unique experiences that will serve Extension well in meeting the challenge of rural development and balanced growth.

As this issue of Extension Service Review went to press, the USDA Graduate School, in cooperation with the USDA, was sponsoring a series of lectures to examine and define the choices open to the American people. The theme of the lecture series was "Toward Balanced Growth." It was prompted by the report of the National Goals Research Staff, entitled "Toward Balanced Growth—Quantity with Quality." Dr. Henry Ahlgren, USDA Deputy Under Secretary for Rural Development, opened the lecture series. Dr. Ahlgren, former Chancellor and Extension Director at the University of Wisconsin, defined balanced growth as "balanced growth of population, balance in the use of land resources as well as balances in economic growth, educational opportunities, and a pleasant environment, including access to both scenic beauty and the cultural amenities."

Dr. Ahlgren said balanced growth is not inconsistent with rural development. Rural development is a strategy of growth and development of non-metropolitan America, bearing great import for metropolitan America. He described the central component of this strategy as an effort to "redirect

the growth of this Nation in order to improve the conditions of the urban population and at the same time to increase the rate of growth of non-metropolitan America."

Dr. Ahlgren mentioned several policies that would help revitalize rural America and reduce costly trends in cities. These include policies to achieve industrial expansion, growth of small existing cities in non-metropolitan areas, and building new cities, improved services in rural areas, a rural development bank, and full employment.

Concluding his discussion Dr. Ahlgren said, "It is our desire to work with all of our people and our institutions to obtain a national consensus and develop national policies for balanced growth and population distribution. There can be no doubt that it is in the common interest of both rural and urban Americans."

The key to development of growth policies and to success of their implementation is the "national consensus" Dr. Ahlgren mentioned.

True consensus is developed through thoughtful discussion and consideration of the alternatives. Such discussion and consideration can occur only in an atmosphere of objective evaluation of the salient facts and data.

Extension's credentials in helping people objectively evaluate their alternatives are buttressed by more than 50 years' experience. This experience just could be the basis for Extension's greatest contribution to the people of the United States. The hour is too late for false starts resulting from indecision. We, the people, must be on course.—WJW